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ABSTRACT

Recommendations for national action in higher education are offered by the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities. The joint policy statement focuses on issues that the federal government needs to consider including: how to broaden educational opportunity for all Americans; how to increase knowledge and make it more useful through research; how to extend higher education resources beyond the campuses to more people; how to improve cooperative links between the federal government and institutions of higher education; and how to strengthen the capacity of American higher education to help solve such problems as hunger and poverty in the developing nations. The historically black public colleges and affirmative action and equal opportunity, the urban university and a national program for urban action, the arts and humanities, energy and natural resources, federal health programs and policy, and food and agriculture research and education are also considered. (SW)

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ED167013

Agenda

Recommendations For National Action In Higher Education

The 96th Congress

A Joint Statement

National Association of State Universities and Land-Grant Colleges

American Association of State Colleges and Universities

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Adopted By
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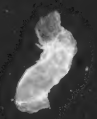

This statement is addressed on behalf of the colleges and universities which hold memberships in the National Association of State Universities and Land-Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU) to the members of the Congress and to the federal agencies which administer national programs affecting higher education.

The National Association of State Universities and Land-Grant Colleges (NASULGC)

This oldest higher education association in the United States dates back to 1871 and today represents the 142 principal state universities in the nation and the land-grant colleges in the 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. These institutions enroll more than 3,250,000 of the 11,121,426 students enrolled in 3,000 U.S. colleges and universities. They grant 38 percent of all higher education degrees in the nation, including 64 percent of all doctorate degrees.

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The 332 state colleges and universities holding membership in this association enroll approximately 2,300,000 students and produce about 30 percent of the nation's bachelors and masters degrees. Most of these institutions today are comprehensive regional universities offering programs in a wide range of academic and professional fields.

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I. Higher Education and the National Government

The Associations which offer this joint policy statement focus here on areas of prime importance in consideration by the Federal Government of future steps affecting U.S. higher education including:

- How to broaden educational opportunity for all Americans to provide increased intellectual strength for the nation.
- How to increase knowledge and make it more useful through research.
- How to extend higher education resources beyond the campuses to all of the people.
- How to improve cooperative links between the Federal Government and institutions of higher education in order to strengthen the capacity to serve the American people.
- How to strengthen the capacity of American higher education to help solve such problems as hunger and poverty in the developing nations in an era of increasing international interdependence and co-operation.

The freedom of American higher education to serve the nation in its special ways has paid huge dividends. The colleges and universities which submit this statement hold themselves accountable to the governments which assist them and responsible to the people they serve. At the same time, there is need for restraint in government efforts to control the functions and policies of these institutions lest the priceless freedom in which they have developed be sacrificed.

II. To Broaden Educational Opportunity

Affirmative Action and Non-Discrimination

The institutions represented by these Associations were established on the principle that all persons, regardless of any factor or condition except that of

academic ability and promise, must have the opportunity to obtain a college education. To this end, they have historically attempted to maintain tuitions which can be afforded by all. They were the first institutions to provide collegiate opportunities on an equal basis for young men and women. Their concern about the irrelevance of race was codified in the Second Land-Grant Act of 1890, which proscribed any "distinction of race or color. . . in the admissions of students."

Their endorsement of affirmative action programs to counter the effects of past societal discrimination is, thus, simply a reaffirmation of long-held principles. To do the job that we can do—and want to do—to bring real equal opportunity to members of minority races, to women and to the handicapped, we need federal assistance:

- For special programs to correct the academic deficiencies resulting from past discrimination at the lower educational levels.
- For the development of programs of special need for minorities, women and the handicapped.
- For physical facilities and educational materials and services needed to make equal opportunities a reality for the handicapped.

We further seek recognition that these institutions want to make equal opportunities for all a realistic possibility and we ask that federal agencies work in partnership with them in achieving this common goal. There is a need for a coordinated and uniform approach to the enforcement of civil rights laws.

The colleges and universities should be given an opportunity to help develop the rules and regulations for implementing those laws. We must not permit paper procedures to be substituted for effective affirmative action. We urge that the Federal Government recognize the special character of universities, not by exempting them from affirmative action requirements, but by establishing regulations appropriate to institutions of higher education.

Student Aid

Student financial assistance programs sponsored by the Federal Government do a great deal to help all Americans obtain a college education.

The Middle Income Student Assistance Act of 1978, focusing sharply on the increasing burdens of middle-income families in meeting rising costs of college education, was a landmark act of the 95th Congress.

The Associations endorsing this statement support additional student aid assistance to help ease the college cost burden. They oppose proposals for tuition tax credits and delayed tuition tax payment schemes on the ground that these plans would have little impact on American families they are supposed to help.

Tax credits would fail to respond to the differences in financial need among families. They ignore growing state programs and new emphases on the needs of middle-income students in federal and institutional programs. The philosophy behind tax credit and delayed tuition tax payment proposals rejects proven mechanisms for providing financial assistance to students through grants, work-study plans and guaranteed student loans. It would be far more desirable to extend liquidity and increase grant funds through existing student aid programs.

The effectiveness of federal financial aid programs for students which are administered by the colleges and universities is dependent upon adequate support for the administration of these programs and the training and competency of financial aid officers.

Financial problems which bind many colleges and universities make it difficult for these institutions to commit additional support for the improvement and expansion of financial aid services. Federal administration allocations would constitute an important contribution to improved management of aid programs and assistance to aid recipients.

The Congress should insist that regulatory agencies refrain from imposing unrealistic conditions and requirements for implementation of federal programs on colleges and universities selected to conduct training institutes for student aid counsellors. Responsibility and accountability for the proper expenditure of federal aid funds must be shared between the regulatory agencies and the colleges and universities.

Overly restrictive regulations have a tendency to concentrate accountability in the regulatory agencies and to diminish the sharing of that portion of the responsibility which should be assumed by the institutions themselves.

Administrative Cost Allowances

Institutions of higher education expend a considerable amount of funds to distribute federal student assistance dollars in accordance with laws and regulations. It is true that institutions as such benefit from federal support to students, in that such aid enables students to pay for the tuition and related cost of enrollment at higher education institutions. To argue that the cost of administering federal student aid should be worked into the general operating cost of institutions, and be reflected in increases in fees and tuitions, is to argue that the majority of families whose children do not receive federal student aid but whose tax funds appropriately help fund those less fortunate financially, should be taxed once again by increases in their own fees and tuitions.

The high cost of administering student aid has been documented repeatedly. Institutions do not expect total reimbursement by the Federal Government, but expect an equitable cost sharing approach. Attempts by the Congress to provide a capitation approach to paying a portion of the cost of administering the Guaranteed Student Loan program and the Basic Education Opportunity Grant program have failed to receive funding for three consecutive years.

A more certain approach—similar to the formula provided in the college-based programs in which institutions may retain a small percentage of the total funds to defray a portion of the cost of providing student information services—should be developed to enable institutions to recover additional costs of administration.

Less-Than-Half-Time Students

Federal legislation for two decades has provided great opportunity for full-time students and more recently for half-time students. Ironically, this has resulted in a situation in which many lower income

employees who work and pay taxes, part of which help to support student assistance to those free to attend school full-time and half-time, are themselves denied comparable assistance notwithstanding their own genuine needs. We urge Congress to amend legislation relating to the campus-based student aid programs to permit institutions to provide small grants for less-than-half-time students. While existing need analysis programs cannot easily be applied to the less-than-half-time students who genuinely are self-supporting and employed, proposals now being discussed show approaches that are highly practicable that would provide equity to this last great segment of students in postsecondary education who are denied equal opportunity solely because of financial constraints.

Loan Programs

The reauthorization of the Higher Education Act in 1980 will deal with the issue of loans in the student aid area. We call upon the Federal Government to redefine the purposes of loans and we urge the Congress to examine the direction of new programs which hold out promise of solving the problems of increasing costs by providing large amounts of loan funds to borrowing students. As far as possible students, especially from low-income families, should not have to depend on loans but should be able to attend college through a combination of low tuition, grants and work-study programs.

The implications of various forms of student loan banks must be evaluated in terms of the ultimate social consequences for a generation of students who will begin their professional lives heavily burdened by debt.

Low Tuition

Historically, the nation's public colleges and universities have worked to keep tuition as low as possible. The guiding principle has been that all persons, regardless of any factors except those of academic ability and promise, should have the opportunity to obtain a college education.

The American system of public higher education is a precious national resource. Since its beginnings

almost 150 years ago, this network of land-grant universities, state colleges, and community colleges has grown so that it now provides access to millions of people—today, to about three-fourths of all college students.

As with our free public school system, of which it is a logical outgrowth, public higher education is the envy and wonder of the entire world. It has contributed enormously to our well-being through research and public service as well as instruction, and it is today a principal hope for resolving many of the problems which confront us.

The alternatives to low tuition proposed by the Carnegie Commission, the Committee for Economic Development, and others rest in varying degree on shifting the financial burden of higher education to the student and his family. For most middle-income and lower-middle-income students, and quite possibly for low-income students as well, higher tuition means heavy borrowing, probably at high rates, and large debts—or not going to college at all.

No amount of rhetoric about helping low-income students, saving private higher education, or increasing student choice should be allowed to mask the effects of higher public college tuition and heavy debts on millions of Americans.

Continuing Education—
Lifelong Learning Opportunities

The Federal Government has moved positively in making part-time students eligible for student assistance programs. There is, however, a need to encourage the development of financial resources for continuing education by recognizing part-time students in all student aid programs, whether they are enrolled in courses for credit or as degree candidates. The Federal Government has taken a step in this direction by establishing a separate bureau in the U.S. Office of Education dealing with higher and continuing education.

Institutions of post-secondary education now enroll more part-time adult students than full-time undergraduate and graduate students. The goal is to provide educational opportunities for the growing number of part-time students at prices they can af-

ford. The part-time student should be assisted the same as other students.

Financial need as indicated by the level of family income should be an eligibility requirement for federal financial assistance for part-time students.

The growing need to provide lifelong learning experiences has led universities to offer an increasing number of opportunities for adults. These academic courses are taught in formal daytime and evening classes, conferences, seminars, workshops and institutes. They may be taught in local high schools, factories, residential centers or in regular classrooms. They are taught by fully qualified instructors ranging from full professors to practicing professionals. They may enroll grandmothers, doctors, grade school dropouts, teachers, laborers, businessmen, housewives. In short, they are designed to serve any person who wishes to further his education.

To these ends, we recommend:

- That full and timely funding be provided for the Community Services Continuing Education Program, the Lifelong Learning Program and the planning provisions of Title I of the Higher Education Act for Fiscal Year 1979 so that the promise of the newly authorized legislation may be realized at the earliest possible time.
- That a study be undertaken by an appropriate office, such as the National Center for Educational Statistics, to determine the current status of institutional policies and practices relating to financial aid for part-time students. The objective would be to establish a viable basis for providing aid to these students based on need. In addition, the fiscal impact of such aid on federal and state programs of student assistance could also be determined.
- That in its efforts to ease and respond to the concerns of contemporary society, the Congress and the Administration augment the resources for continuing education which exist in the nation's public colleges and universities through full funding at authorized levels of education programs in law enforcement, the allied health professions, teacher education, vocational education, drug abuse education, efforts to deal with the problems of the aged and energy conservation.

- Title I of the Higher Education Act of 1965—the Community Services and Community Education Act—is part of the educational effort to provide educational opportunities to people in their homes, farms, offices and factories. The Community Services and Continuing Education Program has shown what a positive impact it can have in the solution of community problems and we support its funding to at least the $20 million budget figure.

Title I, presently, is hampered by inadequate funding which, in some states, prohibits the formation of a critical mass of programming. It is also hampered by the inability of those who benefit from the program to express their support to the Congress. Lacking an organized constituency, individuals to whom Title I Projects are directed must rely on universities and their associations to convey to Congress the benefits they derive from individual projects. The program is nonetheless sound. Moreover, the practice of funding Title I far below authorized levels has forced the states to operate short-term projects which often hampers program continuity. In effect, the Congress has created these problems by forcing Title I to operate at levels out of character with the original concept and the legislation on which that concept is based. It can readily solve these problems by providing a more realistic level of funding.

Veterans Benefits

The benefits of the G.I. Bill continue to represent the largest single source of federal student aid. Also, more low-income students have been encouraged to obtain a post-high school education through legislation of the Congress which has raised these benefits to more realistic levels.

The new "Post-Vietnam Veterans' Education Assistance Act" deserves support. Its benefits should be sufficiently adequate to encourage enlistees to plan for continuation of their education following release from service.

Throughout the years the member institutions of the National Association of State Universities and Land-Grant Colleges and of the American Association of State Colleges and Universities have endorsed Congressional study of the misuse of veterans' educa-

tional benefits. This position remains unchanged. Within this context, however, it is imperative that the Congress and the Veterans Administration work closely with higher education institutions and organizations to insure that veterans receive quality education and that payments are made properly.

Officer Education

The majority of regular and reserve officers in the nation's armed services continues to be prepared by non-federal colleges and universities.

We believe this is an appropriate service for these institutions to perform. It has provided healthy diversity in U.S. military leadership as officers trained in colleges and universities serve together with those educated in the distinguished federal institutions established for this sole purpose.

This process also has saved federal funds. However, we strongly urge that colleges and universities be reimbursed for out-of-pocket costs for these programs. We believe it is time for action now.

Graduate Education For Minorities and Women

We endorse the national effort to expand and improve access to graduate education for those whose participation in the past has been limited by educational and economic disadvantage or for the reasons of ethnic background or sex. In particular, we support the National Science Foundation's program of planning for Minority Centers for Graduate Education and its projected program of Minority Graduate Scholars and the Graduate and Professional Opportunities Program (Title IX, Parts A & B) of the Office for Education.

Scholarly Exchange With the People's Republic of China

The nation's colleges and universities commend the United States government for its positive response to the development of a scholarly exchange program with the People's Republic of China as an important step in the process of normalization of relations between the two governments; we view this exchange program as a unique opportunity for the

U.S. academic community to cooperate as a partner with the U.S. government in this important endeavor.

Because it is the U.S. higher education institutions which will be called upon to provide not only the education for the P.R.C. students and scholars, but also as the source of the U.S. students and faculty who will work and study in China, we wish to reiterate our strong desire to continue to offer assistance in establishing sound policies and procedures as the various exchanges develop. Additionally, with reference to the "... two-way scientific and scholarly exchange which will provide mutual benefit to both countries," we strongly urge that, in all negotiations with the P.R.C., the guiding principle of true reciprocity be emphasized. Further, we consider it of utmost importance that U.S. participants have reasonable access to colleagues and scholarly sources such as libraries and archives, and reasonable freedom of movement within the country.

III. The Historically Black Public Colleges

We suggest the following directions in considering the future of the nation's historically black public colleges:

- The historically black colleges can continue to play a crucial role in providing opportunities for young black students who want to seek careers in higher education, the business and professional worlds.
- The provisions of Title III of the Higher Education Act of 1965 should be expanded in order to support institutions with heavy minority group student enrollments. The Advanced Institutional Development Program, which is part of the Title III legislation, should become a continuing program of institutional support for developing institutions.
- The proposed bill calling for a one-time investment in agricultural research facilities for the historically black land-grant colleges and Tuskeegee Institute has the support of the National Association of State Universities and Land-Grant Colleges.

- Diversity in higher education institutions is a goal worthy of continued pursuit and support in American higher education.
- The historically black public colleges should be regarded as institutions of higher education worthy of support from the National Science Foundation for the purpose of establishing scientific centers of excellence.

Affirmative Action and Equal Opportunity

The two national associations of higher education which endorse this statement—the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities—and their affiliate institutions are committed to affirmative action and equal opportunity in the development and use of human resources. They support the establishment of national programs dedicated to further affirmative action and equal opportunity. This same commitment is shared by federal and state governments.

We recognize that the agenda proposed for national action by the 96th Congress recommends support for those programs which speak to national needs which Congress, itself, has defined. Further, we recognize that there is a need to provide some people with new knowledge and new skills as well as the need to provide for others' training which will upgrade old knowledge and skills as the nation requires them.

To address the national needs requires the establishment of focused and mission-oriented instruments to be funded by appropriations from the Federal Government. To assure the inclusion of minority personnel and to make unnecessary, for the future, the development of affirmative action programs, we recommend:

That in all areas of national need programs and funding for those programs there be included programmatic support for the historically black colleges and universities.

To make such a provision is the surest way to guarantee the inclusion and development of expertise at a level at which minority persons can contribute to the solution of national problems.

Therefore, all legislative programs should include specific language which apportions appropriations in such a way as to include historically black colleges and universities. This recommendation embodies, specifically, programs for the establishment of energy research centers, international programs, natural resource programs, sea grant programs and urban grant programs.

IV. The Urban University

The explosive growth of urban population since 1945 has increased sharply the obligation of our urban universities to devote even greater attention to urban problems, urban citizens and urban institutions.

The urban universities are subject to a variety of severe pressures which are not as acute on other campuses. Residents of metropolitan areas look to the urban university for assistance in meeting a staggering array of personal and community needs. They seek advanced job-related skills, for example. They often need special help in entering post-high school education. They challenge the urban university with large numbers of first-generation and non-traditional students and with students requiring continuing education.

The urban universities of the nation have increasing and pressing responsibilities to improve educational services for urban populations through instructional techniques, remedial programs, programs for commuter students, non-degree programs, and programs designed to make opportunities available to veterans, the elderly, the handicapped and adults who seek entry into new careers.

The urban universities are the responsible institutions in our society for conducting disinterested research on urban problems such as housing, unemployment, underemployment, pollution, poverty, urban transportation, business and commercial enterprises, industrial development, municipal governance, crime prevention and public education.

As such, the urban public university can play a uniquely critical role in transforming its particular urban setting into a vital human community. Moreover, this can expand the impact of the urban public university, beyond any single geographical area. Given the current stage of development of America's cities, the successful resolution of one problem in one place can provide meaningful academic responses to challenges confronting metropolitan areas across the country.

A National Program for Urban Action

We recommend that the Federal Government provide substantial support to the following:

- The Urban Grant legislation now being considered by the Congress.
- Those programs sponsored by mission-oriented agencies (e.g., NSF) which utilize the special resources of the urban universities.

V. The Arts and Humanities

As our society has changed and as the fields in higher education have broadened and developed, education and training in the arts have become an important part of the tradition of the state and land-grant universities, offering to Americans opportunities never before open to them on such a scale.

NASULGC and AASCU institutions are now presenting to the professional world liberally and broadly educated artists. These artists will have meaningful acceptance and influence in our particular society. Thus the character and quality of the arts in the future can be significantly affected by career programs of substance in higher education. The formative years of the development of a majority of would-be artists will be shaped by the sum of their experiences within quite a different training-educational milieu and on quite a different scale than before because of the availability of the programs at state and land-grant institutions. We have cause to be proud of this infusion of artists into the main-

stream of the arts, and of the profound influence it represents.

Against this background we submit these recommendations:

- Direct access to and specific channels of communication between the arts leadership in NASULGC and AASCU institutions and all program areas of the National Endowment for the Arts, the National Endowment for the Humanities, and the Office of Education are essential.
- Universities are among the major resources and cultural centers of the nation and function most productively in this context. We ask to be recognized by all appropriate federal agencies accordingly. We wish to deal with the federal agencies in the arts, humanities and education on a competitive and innovative basis with the same advantages accorded other agencies and organizations.
- While there are no statements excluding arts in higher education funding by Challenge Grants, nevertheless among the long list of representative groups eligible for these grants the arts in higher education are not mentioned. All constraints against our competing for Challenge Grants should be removed.
- We recommend that attention within the National Endowment for the Arts and the U.S. Office of Education be directed to the interface between the arts and education, particularly higher education. areas of concern in the education, training and development of artists and arts educators are of such importance and magnitude that formal provision is necessary to accommodate them.
- We request that attention in appropriate agencies be directed to the uneven and uneasy relationship between NASULGC and AASCU institutions of higher education and some state councils throughout the nation. Prejudicial attitudes and practices exist toward some of the institutions. Institutions of higher education should not be precluded from participation at the state level when funds are channeled through state councils.
- With few exceptions, in the published program offerings of the U.S. Office of Education, arts pro-

grams in higher education must be shoehorned in to fit a variety of formats. We recommend that specific philosophical and organizational changes be devised which will recognize, identify and provide for the proper role of the arts.

- We recommend changes in policy and legislation which will enable the National Institute of Education to "help solve or alleviate" critical problems in the arts at the university level through research and development.
- We urge the establishment of funding sources and guidelines to support early career development of artistic talent through improved educational opportunities and liaison with the professions.
- We ask that a permanent intra-agency arrangement be developed which will provide a liaison between the National Endowment for the Arts and the National Endowment for the Humanities. Such a liaison would foster collaboration, new ways to link scholarship, interpretation of the arts and an overview of those points where the arts and the humanities intersect. This linkage of the Endowments would greatly benefit universities and there is no more appropriate environment for this interrelationship than the university.

IV. To Increase Our Knowledge and Make It Useful

Research

America's universities are the nation's major centers of research—the main generators of new knowledge and ways to apply it.

Research undergirds extension and public service programs, problem-solving and social, economic, scientific and technological advances. The proven capability of universities to transfer technical knowledge through extension should be reinforced and spread across many new fields and extended beyond our national boundaries.

The nation's advances in technology, and in

technological research, are made by individuals who are products of the doctoral-granting science and engineering programs of the nation. This pool of persons has an increasing proportion of non-U.S. nationals, both in number of doctorates granted and in number of post-doctoral appointments. In 1977, the percentage of engineering PhDs awarded to non-U.S. citizens was 42.8 percent (30.1 percent temporary visa holders); the percentage of other science PhDs awarded to non-U.S. citizens was 17.3 percent (12.7 percent temporary visa holders). Thirty-one and one half percent of all post-doctorals in doctoral degree-granting institutions are non-U.S. citizens. The nation should recognize this commitment of its educational resources to the development of non-U.S. manpower and should adopt a consistent national program to provide funding for support of this commitment.

The two Associations, on behalf of their members, recommend:

- The Federal Government act to stabilize its research, training and development assistance programs through planned, dependable funding. A national science and technology policy clearly delineating the role of university-based research is needed.
- The Office of Science and Technology Policy (OSTP) has shown during the past two years what an important impact planning and advocacy can have on the nation's policy for support of research —particularly basic research. The Administration is commended for its defense of research funding in the face of budgetary constraints. OSTP has understood the relationship between the development of knowledge through research and the enhancement of all facets of the American economy.
- The allocation of federal funds for fellowships, traineeships and graduate student research should be adequate enough to attract gifted individuals to all disciplines on a continuing basis. This will enhance the development of new generations of scholars, which is vital to the continuing progress of the nation.

Above all, we ask that the long range value of research always be considered and every effort be made

to avoid "crisis consideration" of hasty legislation which might restrict research in our universities and, thereby, have long-range deleterious effects on the nation's future.

The National Science Foundation, a major center of support for our academic research and graduate education, should be given accelerated funding to regain the losses in constant-dollar support that have been sustained in the last decade.

The research goals of the universities and colleges represented in this document are focused on an enduring effort to improve the quality of life. Their resources are available to the Congress and to federal agencies for public policy considerations.

Educational Telecommunications

Colleges and universities have become increasingly aware of telecommunications and have sought to utilize the technology as a means of reaching more students who otherwise would not be involved in education.

As this Congress will have the opportunity to review and update the basic Higher Education laws and the Communications Act:

We urge that the Congress review the needs of education and the communications industry and recognize the importance of communications in the continuing education of Americans.

We also urge that more programming time on radio and television be reserved for education.

Finally, we recommend an expansion of opportunities for the educational utilization of satellite communication facilities.

VII. Energy and Natural Resources

The nation's universities form a natural resource for dealing with the problems of energy utilization and conservation. The universities have specific

roles in research, education and extension which complement state and federal programs.

But a lack of support for current programs at the national level leaves the universities unable to make the much greater contributions to the nation's well-being of which they are capable.

The universities have the human resources to contribute significantly to the fulfillment of the national need for accelerated research and development of present and new energy sources. Expanded national support for research and graduate education in relevant social, scientific and engineering disciplines is needed.

The solution of national problems in energy and related fields is highly dependent upon engineering manpower, particularly at the doctoral levels. Forty-four percent of all doctorals employed in energy-related fields are engineers. Yet, from 1972 to 1977 engineering doctoral production fell 24 percent overall (from 3,476 to 2,641) and by 35 percent for U.S. citizens (from 2,329 to 1,507). Prospects for any change in this trend are dim because of the increasing market for B.S. engineering graduates and the relatively low level of support for engineering doctoral students. The long-range health of the nation for competent technological leaders to serve a burgeoning energy program requires that this situation be studied closely and that a corrective program be adopted as a part of the nation's energy effort.

This support could be channeled through federal contracts and grants integrally linked to graduate programs.

In the area of energy conservation, university cooperative extension services have a demonstrated capacity to transfer research knowledge into social action by Americans in urban and rural areas.

Water Resources and Conservation

The nation's universities have for years worked to solve the water problems which have beset different parts of the country. Water resources must be developed further so that the problems of water depletion and water quality are solved using new technologies and methods.

Water problems will become more intense in the United States as time goes on. Educated specialists will be required more than ever to deal with this growing crisis as resources are stretched ever farther to provide more water for cities, energy development and for food production.

Conservation of water has never been more important and the issue has been emphasized in the President's water policy.

The authorized funding levels under the Water Resources Research Act are very modest considering the vital importance of water to the future of the nation. Therefore, we urge the full funding of the program both for allotments to the state water institutes, the matching grants and the non-matching water research programs.

Mineral Resources—Development and Conservation

The nation's mineral and mineral fuel production have fallen well below the demand and the level necessary to sustain continued growth in its GNP in real goods. Current reliance upon foreign mineral reserves is the primary contributor to the related problems of trade deficits and the decline in the dollar in the international market place. Self-sufficiency in most mineral and mineral fuel supplies is possible through the development of new technologies for the use of lower grade and alternate mineral resources of abundance in this country.

The nation's universities have the expertise and facilities to undertake the development of new technologies to extract both metallic and non-metallic materials from alternate mineral types, as well as to recover solid, liquid and gaseous fuels from alternate mineral fuel reserves Most universities are already engaged in a wide range of research to improve mining methods to minimize hazards to health and safety of workers in both underground and surface mining operations and to restore lands disturbed by surface mining to ultimate best use.

We recommend continuing full funding of the Mining Fellowship program as authorized in Part D of Title IX of the Higher Education Act of 1965, as amended, which is making good progress in meeting the critical manpower shortage in the fields of

mining, mineral and mineral fuels. To accelerate the rate of development of new technology for the mining, mineral and mineral fuels production and processing and expedite its transfer, we recommend that greater progress be made toward the full funding of the Title III programs of Public Law 95-87 at the levels authorized in this legislation.

Marine Resources

Using the oceans and the Great Lakes intelligently is one of the great challenges of this age. Marine food, energy, minerals, transportation and recreation as well as the preservation of the marine environment are increasingly accepted as a necessary part of our future, but we need to educate ourselves if we are to derive maximum benefits of the sea.

America's universities can accept these challenges through education, research and advisory service programs. In the last half century, major centers of oceanographic excellence have emerged on all ocean coasts and the Great Lakes. Little more than a decade ago, the Sea Grant Act broadened the capabilities of the nation's colleges and universities to develop the ocean's resources by forming a partnership between them, government, industries and the people of America. But opportunities for service and requirements for new knowledge far exceed the financial resources.

The institutions are expected to provide scientific and professional assistance in the implementation of new and wide-ranging national marine legislation, such as the Coastal Zone Management Act, the Marine Sanctuaries Act, the Aquaculture Act, the Outer Continental Shelf Act, the Ocean Pollution Research Act and the Fisheries Conservation and Management Act.

Solutions for marine resource problems and exploitation of marine resource opportunities require sustained research efforts at all levels, from the most fundamental research for understanding to innovative application of existing and newly found knowledge.

Tied as they are to education and broad public service, university research programs have historically produced rich benefits for the nation. There is

abundant evidence that this pattern is being and will be repeated in the area of ocean and Great Lakes resources.

To achieve these goals we recommend that:

- Support for stronger marine programs within the universities be given high priority.
- Sea Grant programs be encouraged to take a leadership role in sustained research efforts directed toward solution of marine resource problems.
- Support for university education and training in all aspects of marine resources and environment be increased.
- University research vessels be supported and maintained at a level necessary to accomplish their tasks.

The promise, the mystique and the opportunities in the ocean demand our attention. The people of the United States and, indeed, the world deserve no less.

VIII. Federal Health Programs and Policy

Congress enacted in 1976 a landmark bill for federal support of health manpower training. Two central problems which the Congress sought to resolve in that legislation were the maldistribution of health personnel geographically and by specialty. Programs amended or created to deal with these problems, such as the National Health Service Corps, can achieve these goals provided they are well supported. New requirements placed on institutions aimed at the same problems are premised on adequate support for the institutions themselves.

Congress should fulfill its own objectives which it endorsed in enacting the new legislation by voting levels of appropriations necessary for the objectives to be realized.

The 96th Congress will have to reauthorize biomedical health legislation and will be asked to consider national health insurance legislation. In consideration of such measures, issues of cost containment, technology transfer and other complex

matters in the health delivery system will have to be faced.

Academic health centers, schools for health manpower training and universities as a whole, will have to play a creative role in programs created by new law and will certainly be affected by the nature of such laws. Programs for the allied health professions and nurse training will continue to be a part of the nation's health manpower effort.

We urge congressional committees and executive agency officials responsible for the development of this legislation to provide university officials knowledgeable in these areas with a role in making certain that the higher education community's concerns are taken into account.

Health Manpower

A decade ago there was widespread concern that the numbers of physicians being produced in the United States were insufficient to meet the public demand for more and better health care.

Largely in response to federal initiatives, new medical schools were created and existing schools expanded their enrollment until today there are approximately 80 percent more first-year students enrolled than in 1967. Since, on the average, it takes 8 years for a student to progress through medical school and residency and to become an accomplished independent practitioner, the full impact of the massive enrollment increase in medical schools will not be felt for several more years. But it has already become apparent that the nation no longer faces a shortage in the total number of physicians.

Emphasis has shifted, therefore, to the education of so-called "primary care" physicians and to the problem of geographic maldistribution of physician manpower.

As medical schools become more adept at providing medical education in primary care settings, more of their graduates are entering careers in primary care and it seems likely that the problem of specialty maldistribution will not be serious in the future.

Both the specialty and geographic maldistribution problems have been addressed by the Federal

Government in the Health Professions Education Assistance Act of 1976. The National Health Service Corps scholarship and loan programs, if properly funded, will provide the mechanism for redistributing medical manpower resources to previously underserved rural and urban areas. Because of the cost of educating students for the medical professions and the resulting high tuition levels, the NHSC program provides a real incentive for students to practice in underserved areas upon graduation. Adequate funding of the program is essential.

Health Research

In recent years research support available to medical schools and other health-related programs has been dropping sharply when measured in constant dollars. A continued decline of federal support for research poses a grave danger since "the remarkable science base of our nation . . . provides the only sound basis for learning how to prevent and control diseases." (President's Biomedical Research Panel, 1976.)

We support the conclusion of the Carnegie Council on Policy Studies in Higher Education which reported that "the research capabilities of university health science centers cannot be maintained in the face of 'stop and go' federal support . . . We believe that federal funds for research in the health field should increase at least as rapidly as the gross national product and perhaps even more rapidly in the coming years."

Specific Recommendations

Human Subjects

Full public disclosure of the content of all research grant and fellowship applications and of contract proposals is not needed and would not be in the public interest, as such disclosure might well:

- Result in harm to the public through premature disclosure of preliminary research data;
- Result in plagiarism or other misuse of research ideas; and
- Interfere with patent rights of scientists.

Public disclosure should be limited to those proposals and applications which involve clinical investigations on human subjects and the basic research ideas of proposals and applications should be exempted from the public disclosure requirements.

Congress and the Department of Health, Education and Welfare should give renewed attention to the important differences between biomedical research and research in behavioral science, since such activity could affect the welfare of the subjects of research. The imposition of standards of safety which may be reasonable for biomedical research could, when applied without due thought and consideration to behavioral science, undermine the effectiveness of such research. Moreover, the First Amendment freedom of scholars to pursue knowledge through interview processes which would have little or no implications for the physical or mental health of subjects of research can be jeopardized by the thoughtless imposition of blanket standards which do not apply directly to the field of behavioral science.

Federal Advisory Committee Act

The "Government in the Sunshine" Act of 1976 makes significant changes in the Federal Advisory Committee Act by requiring that NIH/NIMH peer review of research grant applications be open to the public and by removing certain exemptions that previously allowed study section meetings to be closed.

We believe that the integrity and confidentiality of the peer review mechanism is necessary and we support efforts to amend the Federal Advisory Committee Act to reestablish certain privacy-protective exemptions for peer review.

IX. Food and Agriculture Research and Education

The rate of increase in productivity of U.S. agriculture has been levelling off. Numerous reports have

identified the urgent need to bolster food and agricultural research and education efforts to regain momentum. The commitment to food-related research support, which has lagged during the past decade, is closely related to the declining ability of U.S. agriculture to maintain gains in productivity and to make new ones in the future.

In 1887, Congress passed legislation that upon acceptance by the state legislature of each state formed a partnership between the Federal Government and the state to establish State Agricultural Experiment Stations to conduct programs of agricultural research. This legislation has from time to time been updated but funding has not kept pace with needs. Research capacity has been decreased because of inadequate program support and from lack of funding to modernize facilities. Environmental and regulatory concerns have diverted scientific effort from research designed to increase productivity. New knowledge is not being generated fast enough to sustain the agricultural growth which is needed to meet the challenge for food production which lies ahead.

Historically the United States has developed a remarkably strong agriculture. It is important that it remain so. Title XIV of the Food and Agriculture Act of 1977 reconfirmed the Congressional commitment to support ongoing programs and, in addition, provided legislative authority to further enhance agricultural and food research and food and agricultural sciences education. Nevertheless, to energize fully the efforts by the universities, the experiment stations, extension services, resident instruction programs and the U.S. Department of Agriculture, there is need for increased appropriations to offset inflationary costs and to give momentum to present efforts.

The relevance, quality and productivity of critical components of the U.S. food and agricultural system must be elevated. Our present base for federal funding, including human nutrition, must be substantially increased. This increased funding is necessary to build on the capacity of the research system. Current statutory funding must continue with incremental increases to offset inflationary pressures. In

addition, competitive grants should be provided to enlist more fully the capabilities of biologists and other scientists. To assure an adequate future supply of scientifically prepared manpower and to help further education in the food and agricultural sciences, we recommend strong support for Title XIV of the Food and Agricultural Act of 1977, Section 1417, through appropriations for graduate and post-doctoral research and training grants, undergraduate program grants and for pre-doctoral and post-doctoral fellowships.

There are key areas where fundamental as well as applied research must be undertaken. These include capturing solar energy more efficiently in plants through photosynthesis, improving the nitrogen fixing capacity of plants, special efforts in cellular cloning and reproduction of genotypes and in basic cellular biology to extend the reproductive and productive capacity of genetically superior plants and animals and stronger efforts to understand and combat plant and animal pests.

Attacking each of these will require a calculated investment of funds, manpower and facilities. The potential is great. Past investments have been responsible for our abundant, wholesome supply of food and other benefits which have spilled over generously to all segments of society. The critical evidence to date indicates there is a real slowdown in the rates of increases in productivity of plants and animals. Energy restrictions and costs are bound to slow increases in labor productivity. Overcoming these and other challenges will require substantial, long-term research commitments, but they also can produce great benefits. Increasing our investment in food and agricultural research can help to mediate food costs, contribute to a favorable balance of trade, a higher rate of employment and provide an essential reserve capacity for food production to meet our own and world needs.

Extension

A unique feature of land-grant universities is the technology transfer capability of their cooperative extension systems. Long recognized as a most important contributor to agricultural progress in the United States, this system plays an important dual role. Not

only are the research results of the USDA-university system quickly transferred through 3,000 county offices, but equally as important research needs are fed directly back into the research system. Increasingly this system is being asked to address problems of rural development and even problems of urban areas. Major new research and education programs have been outlined. To maintain the vitality of this unique extension organization with its three part funding of local, state and federal dollars, the Federal Government should maintain its historic role in both funding and leadership.

Rural Development

After decades of migration from rural areas to urban centers, the recent population turnaround—with many non-metropolitan areas growing faster than metropolitan areas—creates a new set of challenges and a new sense of urgency to improving the living and working conditions in rural America.

A major part of such efforts will involve community decisions—decisions about land-use policies and regulations, incentives to expand business and industry, the provisions of community services such as sewer and water systems, police and fire protection, medical, hospital, and preventive health services, and decisions about the use of assistance from state and federal agencies as well as the use of the community's own resources.

In Title V of the Rural Development Act of 1972, the Congress has recognized the role of university-based research and education in assisting this community decision-making process. We encourage continued and enhanced support for this effort including an extension of the Act, which expires in 1979, for an additional three years (Title XIV).

Title V, as amended by the Food and Agriculture Act of 1977, also provides for special research and extension efforts for small-farm operators and their families.

Currently small farms—those with less than $20,000 of gross farm marketings—represent about 65 percent of the total number of farms but only about 10 percent of the total marketings. Clearly, substantial increases in the production of these farms would

have little impact on the aggregate production of agricultural products, but it could have a truly significant impact on the family incomes of these small-farm operators.

Work with small-farm operators and their families would include the development of technologies better suited to small farms, educational efforts to improve the production and marketing of their products and assistance in gaining the benefits of other programs supplied by both private and public agencies.

We urge strong support for this effort to ameliorate a significant part of the low-income problems in rural America.

International Food and Agricultural Development

We recognize the critical need for development of food and agriculture in the less developed countries of the world. The universities have major capabilities and resources for agricultural development, not only in this country, but also to provide assistance to the less developed countries.

We welcome the formation of the Presidential Commission on World Hunger which will develop recommendations designed to significantly reduce world hunger and malnutrition.

For the past thirty years, our institutions have contributed significantly to helping solve the world hunger problem and represent collectively a vast resource of expertise committed to this endeavor. We offer our full cooperation to the Commission as it proceeds with its important task.

Congress recognized the importance of the universities in international agricultural development under Title XII of the Foreign Assistance Act of 1961, which provides a mandate for United States universities to be more involved in international food and agricultural development. The Board for International Food and Agricultural Development (BIFAD) was established to work with the United States Agency for International Development (AID) to facilitate the implementation of the mandate. Member institutions of both NASULGC and AASCU are heavily involved in this effort.

International food and agricultural development requires long-term efforts, staffing and programming the same as for the development of academic, extension and research programs. For universities to undertake programs of international agricultural development, long-term federal funding is required so that faculty can be expanded for conducting such programs while continuing domestic responsibilities for teaching, extension and research in food and agriculture. While this problem of federal long-term funding has been recognized, it has not been solved.

Universities are developing the international agricultural dimension of academic programs, but further support is needed to provide improved training for foreign students in food and agricultural development and in training domestic students to work in international food and agriculture professional fields. Increasingly, food and agricultural research needs to take on an international dimension for mutual benefit to the U.S. and other countries.

We recommend continuous and expanded support for Title XII and for the international efforts of the U.S. Department of Agriculture which would provide long-term federal funding and would further implement and facilitate the participation of universities in international food and agricultural development, as well as improve the linkages, the exchanges and other aspects of the universities' international agricultural programs of education and research.

Animal Disease Research

Data presented in recent studies on veterinary medical manpower suggest that the needs in the delivery of veterinary medical services in the areas of primary health care and disease prevention are being met. It appears that there will continue to be adequate manpower to meet such needs through the 1980's. The greatest area of need is in the support of research on animal disease problems to undergird the health delivery systems. The nation has arrived at that point in its development where the slaughtering of great numbers of animals in disease control efforts is no longer economically sound, scientifically acceptable, nor humanistically tolerable.

Profitable animal production demands healthy animals and, if there is to be reasonable assurance of an adequate and wholesome supply of animal protein for the human diet, fundamental and applied disease research on food and fiber producing animals will have to be stepped up and maintained. As an example, the 25 percent loss in baby pigs from farrowing to weaning is one that does not and should not have to be experienced. The mechanism to allow appropriate effort exists in Title XIV of PL 95-113. The framework for the development of the significant effort that is needed lies in colleges or universities having accredited colleges of veterinary medicine or a department of veterinary science or animal pathology or a similar unit conducting animal health and disease research in a state agricultural experiment station.

Funding to support a reasonable level of sustained research to curb a number of commonly occurring animal diseases will mean that a significantly higher percentage of animals will reach market age.

X. International Studies and Development

Against a background of increasing interdependence among nations of the world as exemplified by the oil crisis, the effects of world-wide inflation and the specter of mass starvation in less developed countries, we believe that world peace and stability are dependent on improved understanding and better relations among the peoples of the world. To these ends, the member universities and colleges of both Associations are promoting international studies and foreign language programs, the exchange of students and faculty among nations, an increase in world-wide research and improved technology.

Through Title XII of the Foreign Assistance Act of 1961, the Congress has recognized the role of universities in international development. We encourage continued support for Title XII activities by the universities represented in this document.

We support the Presidentially endorsed Foundation for International Technological Cooperation and urge that it be established as soon as the necessary planning for it has been completed. We further welcome the establishment of the International Communication Agency and the Presidential Commission for Foreign Language and International Studies and recommend that both be accorded appropriate support in order to strengthen foreign languages and international studies and the international cultural and educational exchanges and programs of the Federal Government and other agencies and institutions. Also in these fields, we recommend strong and continuing federal support for NDEA Title VI and the Fulbright Hays legislation of 1961.

XI. Family Life and Human Nutrition

The well-being of individuals and families has become an area of major national concern today. Expanded funding is needed for resident instruction, research and extension programs in home economics which focus on problems facing all citizens. Home economists have demonstrated professional commitment and expertise to strengthen today's families through research and applied educational programs.

Policy decisions which have an impact upon the family in the future must be based on broader knowledge than we have at present about (1) optimum standards of nutrition for persons of all ages, socioeconomic levels and cultural orientations; (2) the effects of a dynamic society and of federal and state legislation on family values and structure; and (3) criteria for informed decisions about the management and utilization of personal and natural resources.

The National Association of State Universities and Land-Grant Colleges urges federal enabling legislation to strengthen and expand existing resident instruction, cooperative extension and research programs in home economics in the state universities and land-grant colleges. Enabling legislation, with

adequate levels of fundings, is needed to determine and seek remedies for the causes of family stress arising from divorce, step-parenting, working parents, unemployment, changing moral values, poverty, inflation and environment. Such legislation must include authorization and funding at levels above current levels and must include funding for the dissemination of research results.

The National Association of State Universities and Land-Grant Colleges urges:

- Recognition that federal legislation as well as department and agency policies have serious implications for individuals and families, and that decisions of individuals and families also have serious implications for the nation's present and future social and economic health;
- Funding at the levels authorized in Title XIV of the Food and Agriculture Act of 1977 for resident instruction, research and Cooperative Extension Service efforts to be conducted by home economists in state universities and land-grant colleges particularly in areas related to family life, human nutrition, clothing and textiles and management of individual and family resources;
- Initiation of legislation which would enable and fund new or expanded programs in home economics research, extension and resident instruction with individuals and families—especially those on middle- and low-incomes—based on their perceived needs.

XII. To Improve Government-University Cooperation

Indirect Costs

A recurring controversy in the relationship between universities and the Federal Government involves the treatment of indirect costs, i.e., those costs incurred in the performance of research activities and allocated to them on a defined but approximate basis because direct and precise assignment would

demand prohibitive administrative costs. Although from the standpoint of accounting principles that allocation of such costs on carefully chosen bases which reasonably approximate the pertinent relationship is an entirely proper substitute for direct identification, misunderstandings about indirect costs abound, persist and unfairly impugn the integrity of those who claim reimbursement for these costs.

- Indirect costs are *real* costs; they are just as real and necessary as direct costs. The only difference between direct and indirect costs is the precision with which the costs can be specifically identified with a given activity.

We believe the solution lies in controlling general inflationary pressures, assessing the cost-benefit ratios for the numerous fiscal, social and research accountability requirements imposed via federal laws and regulations, eliminating requirements that are not cost-effective and modifying necessary requirements so that criteria and results rather than detailed procedures or methods are specified.

Program Cost Reimbursement

In increasing the small percentage of student aid funds institutions may retain to cover costs of administering such programs, and in authorizing new capitation programs for the most recently created student aid programs, Congress identified an ever-growing burden borne by institutions of higher education.

A large number of desirable social programs have become law during the past two decades. They seek to alleviate inequities and provide genuine educational opportunity throughout the land. The benefit to the nation is real. At the same time, the nation's colleges and universities are called upon to subsidize these programs by substantially underwriting the costs of administering them. Colleges and universities cannot simply absorb these additional costs, but must either take them from educational budgets or pass them on in the form of tuition increases. The student information services required in the 1976 amendments to the Higher Education Act, for example, carried with them an authorization for

funding via institutional capitations for students receiving Basic Education Opportunity Grants or Guaranteed Student Loans. Congress recognized in that authorization the need to reimburse institutions for the additional work required of them. The Federal Government must provide more adequate funding to permit institutions to carry out programs mandated by Congress.

The financial squeeze on institutions of higher education has thus been tightened. Endowments have been raided and untenable burdens placed upon the state citizenry to support with local tax funds education costs which are justifiably the responsibility of a nation demanding services performed by colleges and universities. The Federal Government properly may require a full understanding of the degree and kind of imposed costs of its programs. It should conduct studies in cooperation with institutions of higher education to establish base lines for determining the costs now absorbed by the community. In the area of student aid, costs have been fairly well established. We urge the Congress to follow through on the promise inherent in the authorizing legislation of 1976 by fully funding the capitation programs to reimburse institutions for administrative costs.

In the area of other federal programs requiring compliance at the institutional level, reimbursement should be tied to formulas which demonstrate a true percentage of annual administrative operating costs ascribable directly to each program.

Charitable Contributions

The Government's main contribution to higher education must remain financial—appropriations and grants from its agencies and encouragement of private giving.

In this latter regard, we stress that charitable contributions and bequests are becoming increasingly important to public colleges and universities to enable them to offer that margin for excellence which would not otherwise be available. Limitation of estate tax reductions for charitable bequests and a tax on unrealized appreciation of gifts or bequests are self-defeating.

XIII. Conclusion

The universities and colleges joining in these recommendations were created by government. That a democratic government rested upon the education of its citizens was a moving conviction from the start. That colleges and universities could help in the solution of specific problems the government faced was a happy later discovery.

The universities recognize government responsibility to set goals and priorities. When they have been able to assist in these efforts without harm to their basic programs, these institutions have been among the first to volunteer.

As higher education willingly serves government ends, it is expected that government will respect the commitment of the higher education community to a boundless education to enable all Americans to prepare themselves for a productive life.

These are difficult times financially for many of the institutions these Associations represent. They are difficult, too, for the states and cities which have long provided a major part of their operating costs.

Our colleges and universities *must* turn to the Federal Government for increased institutional support. The partnership of public colleges and universities with the Federal Government is well established. We are willing partners, seeking help.

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Hawaii
West Oahu College

Idaho
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Idaho State University
Lewis-Clark State College

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Northern Kentucky State University
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Louisiana Tech University
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Northeast Louisiana University
Northwestern State University of Louisiana
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Maine Maritime Academy
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Western Michigan University

Minnesota
Mankato State University
Metropolitan State University
Moorhead State University
St. Cloud State University
Winona State University

Mississippi
Alcorn State University
Delta State University
Jackson State University
Mississippi University for Women
Mississippi Valley State University
University of Southern Mississippi

Missouri
Central Missouri State University
Harris/Stowe College
University of Missouri at St. Louis
Missouri Southern State College
Missouri Western State College
Northeast Missouri State University
Northwest Missouri State University
Southeast Missouri State University
Southwest Missouri State University

Montana
Eastern Montana College
Montana College of Mineral Science and Technology
Northern Montana College
Western Montana College

Nebraska
Chadron State College
Kearney State College
Peru State College
University of Nebraska at Omaha
Wayne State College

New Hampshire
Keene State College
Plymouth State College

New Jersey
Jersey City State College
Kean College of New Jersey
Montclair State College
New Jersey Institute of Technology
Ramapo College of New Jersey
Stockton State College
Thomas A. Edison College
Trenton State College
William Patterson College of New Jersey

New Mexico
Eastern New Mexico University
New Mexico Highlands University
Western New Mexico University

New York
College of Staten Island
City University of New York—Bernard Baruch College
City University of New York—John Jay College
City University of New York—Medgar Evers College
Empire State College
New York College of Technology at Utica/Rome
New York State College of Ceramics, Alfred University
State University College at Buffalo
State University of New York College at Brockport
State University of New York College at Cortland
State University of New York College at Fredonia
State University of New York College at Geneseo
State University of New York College at New Paltz
State University of New York College at Oneonta
State University of New York College at Oswego
State University of New York College at Plattsburgh
State University of New York College at Potsdam
State University of New York College at Purchase

North Carolina
Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Central University
Pembroke State University
University of North Carolina at Asheville
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington
Western Carolina University
Winston-Salem State University

North Dakota
Dickinson State College
Mayville State College
Minot State College
Valley City State College

Ohio
Bowling Green State University
Central State University
Cleveland State University
Kent State University
The University of Akron
The University of Toledo
Wright State University
Youngstown State University

Oklahoma
Cameron University
Central State University
East Central Oklahoma State University
Northeastern Oklahoma State University
Northwestern Oklahoma State University
Oklahoma Panhandle State University
Southeastern Oklahoma State University
Southwestern Oklahoma State University
University of Science and Art of Oklahoma

Oregon
Eastern Oregon State College
Oregon College of Education
Oregon Institute of Technology
Portland State University
Southern Oregon State College

Pennsylvania
Bloomsburg State College
California State College
The Capitol Campus, Pennsylvania State University
Cheyney State College
Clarion State College
East Stroudsburg State College
Edinboro State College
Indiana University of Pennsylvania
Kutztown State College
Lincoln University
Lock Haven State College
Mansfield State College
Millersville State College
Shippensburg State College
Slippery Rock State College
University of Pittsburgh at Johnstown
West Chester State College

Rhode Island
Rhode Island College

South Carolina
The Citadel
The College of Charleston
Francis Marion College
Lander College
Winthrop College
University of South Carolina at Spartanburg

South Dakota
Black Hills State College
Dakota State College
Northern State College
South Dakota School of Mines and Technology
University of South Dakota at Springfield

Tennessee
Austin Peay State University
East Tennessee State University
Memphis State University
Middle Tennessee University
Tennessee Technological University
University of Tennessee at Chattanooga
University of Tennessee at Nashville

Texas
Angelo State University
East Texas State University
East Texas State University at Texarkana
Lamar University
Midwestern State University
North Texas State University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Sul Ross State University
Corpus Christi State University
Texas A & I University at Kingsville
Laredo State University
Texas Southern University
Texas Woman's University
University of Houston, Clear Lake City
University of Houston, Victoria Campus
University of Texas at Dallas
Texas Tech University
University of Texas of the Permian Basin
West Texas State University

Utah
Southern Utah State College
Weber State College

Vermont
Castleton State College
Johnson State College
Lyndon State College

Virginia
Clinch Valley College

College of William and Mary
George Mason University
Longwood College
James Madison University
Mary Washington College
Christopher Newport College
Norfolk State College
Old Dominion University
Radford College

Virgin Islands
College of the Virgin Islands

Washington
Central Washington University
Eastern Washington University
Western Washington University

West Virginia
Bluefield State College
Concord College
Fairmont State College
Marshall University
Shepherd College
West Liberty State College
West Virginia College of Graduate Studies
West Virginia Institute of Technology
West Virginia State College

Wisconsin
University of Wisconsin—Eau Claire
University of Wisconsin—La Crosse
University of Wisconsin—Oshkosh
University of Wisconsin—Parkside
University of Wisconsin—Platteville
University of Wisconsin—River Falls
University of Wisconsin—Stevens Point
University of Wisconsin—Stout
University of Wisconsin—Superior
University of Wisconsin—Whitewater